DOCUMENT RESUME

ED 181 414 CS 005 190

TITLE Reading and Study Skills and Instruction: College and Adult: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1979 (Vol. 40 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 79

NOTE 10p.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Adult Reading Programs; *Adults; Annotated Bibliographies; College Students; *Doctoral Theses; Higher Education; Literacy Education; Older Adults; *Program Evaluation; *Reading Achievement; Reading Comprehension; Reading Habits; *Reading Instruction; Reading Interests; Reading Material Selection; Reading Programs; *Reading Research; Self Concept; Tutoring

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The ten titles deal with the following topics: passage integrity and type of instruction in prose learning; college student self-concept and reading gain in two instructional methods; the consequences for adults of childhood underachievement in reading; an instrument for evaluating instructional materials for adult basic reading; adult reading behavior and ego-stage development; the reading preferences of institutionalized versus noninstitutionalized rural older adults; tutor training practices, procedures, and materials in an adult literacy program that uses volunteer tutors; the validity of four nontraditional measures of reading comprehension; relationships between college reading program content, operation, and effectiveness; and the development of an adult literacy program. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181414

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Reading and Study Skills and Instruction: College and Adult:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1979 (Vol. 40 Nos. 1 through 6)

Compiled by the staff of the

ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

University Microfilms International

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS505190

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1979 by University Microfilms International), and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Bretzing, Burke Harper
PASSAGE INTEGRITY AND TYPE OF INSTRUCTION IN PROSE LEARNING

Davisson, Jane Louise Miller
DIFFERENTIAL EFFECT OF THE COLLEGE STUDENT'S SELF CONCEPT LEVEL ON READING GAINS IN TWO METHODS OF READING INSTRUCTION

Haines, Diane Elizabeth
THE LONG-TERM CONSEQUENCES OF CHILDHOOD UNDERACHIEVEMENT IN READING

Harrison, David
THE DEVELOPMENT OF AN INSTRUMENT FOR THE EVALUATION OF PUBLISHED MATERIALS IN ADULT BASIC READING INSTRUCTION

Levenson, Emil Morton
ADULT READING BEHAVIOR AND EGO-STAGE DEVELOPMENT: AN INQUIRY INTO READING MOTIVATION

Murray, Martha Sadowski
VARIABLES AFFECTING THE READING PREFERENCES OF INSTITUTIONALIZED VERSUS NONINSTITUTIONALIZED RURAL OLDER ADULTS

Pulling, Jane Higdon
A DESCRIPTIVE STUDY OF TUTOR TRAINING PRACTICES, PROCEDURES, AND MATERIALS IN AN ADULT LITERACY PROGRAM UTILIZING VOLUNTEER TUTORS

Rocchio, Daniel James
THE VALIDITY OF FOUR NON-TRADITIONAL MEASURES OF READING COMPREHENSION WITH COMMUNITY COLLEGE STUDENTS

Sanders, Victoria Alberta Hunter
A META-ANALYSIS: THE RELATIONSHIP OF PROGRAM CONTENT AND OPERATION FACTORS TO MEASURED EFFECTIVENESS OF COLLEGE READING-STUDY PROGRAMS

Young, Dixie C.
THE DEVELOPMENT AND IMPLEMENTATION OF AN ADULT LITERACY PROGRAM IN THE MUKILTEO SCHOOL DISTRICT

PASSAGE INTEGRITY AND TYPE OF INSTRUCTION IN PROSE LEARNING Order No. 7917936

BRETZING, Burke Harper, Ph.D. Arizona State University, 1980.* 143pp.

Several factors may influence what a person comprehends and recalls from written prose. Variables include prior knowledge of the reader, the style in which text is composed, and additional activities a learner employs beyond reading alone. This study examined specific variations of these conditions to determine effects on prose learning.

Two versions of a prose passage evolved from a norming study. The first was rated as informal, interesting, and appropriate for presentation to a student audience, while the second passage style was scored as formal, less interesting, and more suited for a lecture to professionals. The two versions were equivalent in number of words, readability, and fact base.

In the main experiment, undergraduate education majors read one passage version and either took notes for a presentation to students, prepared a lecture for professionals, or just read. It was hypothesized that notetakers would recall more idea units from passages than non-notetakers, those reading the informal version would remember more, and that people taking notes for a purpose inappropriate to their passage style would paraphrase idea units in notes and recall significantly more often than those processing material in a fashion appropriate to the way their passage was written. Prior knowledge of which styles were appropriate for which tasks would dictate necessary alterations.

Analyses of variance on total recall and ratings of notes and recall on a verbatim-paraphrase scale found the following effects. Notetakers recalled significantly more idea units than non-notetakers, irrespective of purpose for notetaking. Readers of informal material remembered significantly more than those reading formal text. Despite passage style and type of instruction, individuals took essentially verbatim notes, but in recall, informal material was paraphrased significantly more than formal prose. When subjects did follow directions in notetaking, those in the professional notes group wrote verbatim idea units in notes and recall more with formal text, but transferred paraphrase notes to recall mostly with informal prose. Passage style did not influence those taking notes for students. A conditional probabilities analysis showed that an idea unit was more likely to be recalled if it had been written in notes than if it had only been read.

These results suggest that if notes are taken for a meaningful purpose, people will remember more than if material is just read, and notes serve an encoding function, determining what material will be remembered. Reading informal, more meaningful prose facilitates recall and results in more reconstruction in recall, since text is likely to interact with prior knowledge. Since subjects were undergraduates in a teacher training program, it was hypothesized that preparing student presentations may have been a more meaningful task than taking notes for lectures to professionals. Schema theory was used to explain how this more familiar notetaking schema created less stability in transfer from notes to recall, on the occasions where subjects followed instructions. When a less developed professional notes schema was employed, fewer interactions with prior knowledge must have occurred, resulting in more direct transfer from notes to recall.

*Work completed in 1979, but degree will be granted in 1980.

DIFFERENTIAL EFFECT OF THE COLLEGE STUDENT'S SELF CONCEPT LEVEL ON READING GAINS IN TWO METHODS OF READING INSTRUCTION Order No. 7920031

DAVISSON, Jane Louise Miller, Ph.D. University of South Carolina, 1979. 87pp. Chairman: Professor Paul C. Berg

Post secondary institutions are faced with a growing population of students who are unable to read at a competency level sufficient to handle college reading demands; therefore, colleges are being forced to address the reading needs of these students through reading programs for entering freshmen.

The purpose of the study was to investigate the most effective means of improving reading deficiencies of entering freshmen students and to determine if the student's self concept differentially affects the reading gains in different methods of reading instruction.

The two methods of reading instruction consisted of content method teaching and artificial method teaching. The content teaching method was discerned as reading instruction through a behavioral and social science textbook (psychology, sociology, history and government) or science textbook (biology) used by the reading student in another course taken the same semester as the student took the reading improvement course. Instruction included vocabulary development, comprehension skills, and study-reading techniques through group and individual instruction. The artificial teaching method was recognized as reading instruction through the media and structure of purchased reading/study skill books designed to teach vocabulary development, comprehension skills, and study skill techniques to college students. The readability range of the material was from the seventh to the sixteenth grade level and students worked in their appropriate level according to the test results from the Nelson-Denny Reading Test, form A, and daily instructor evaluation.

Reading deficient college freshmen, defined as reading at or below the 35 percentile on the Nelson-Denny Reading Test, form A, were voluntarily enrolled in three different reading classes at a southeastern, four year, commuter college. The 89 enrolled students were also enrolled in one other behavioral and social science course or science course during the same semester. Students were administered the 'personal self' subscale of the Tennessee Self Concept Scale the first class period in the semester. The scale scores were ranked from high to low in each of the three class sections and the students were then randomly assigned to one method of instruction starting with the two highest self-concept scale scores in each class. Six master reading instructors were assigned to the three classes and each of the two instructors in each class drew straws for the method of instruction to be used. Classes were held in different rooms after the initial placement.

Study results indicate that the student's self concept did not differentially affect the reading gains in two methods of instruction. Students in the content method of instruction made gains equal to the students in the artificial method of instruction when controlled for pre Nelson Denny Test score. Students in the content method of instruction revealed significantly greater course satisfaction as evaluated through the Semantic Differential technique.

Implications of the research are discussed in relationship to the cost of the two methods of reading instruction, the effect of reading instruction on other academic courses and proposals for further research.

THE LONG-TERM CONSEQUENCES OF CHILDHOOD UNDERACHIEVEMENT IN READING

Order No. 7925233

HAINES, Diane Elizabeth, Ed.D. University of Pennsylvania, 1979. 269pp. Supervisor: J. Wesley Schneyer

Every year many children are seen in clinics and schools and identified as underachievers in reading, but we know very little about the ultimate outcome of their educational, vocational, economic, and personal lives or about the residuals of their prior learning difficulties. In order to collect evidence in these areas, twenty-four individuals who were originally referred to the Reading Clinic of the University of Pennsylvania between 1951 and 1967 were interviewed by the present investigator between March 1, 1976 and August 1, 1978. All those interviewed were participants in a continuing study in the Reading Clinic of individuals with severe reading difficulty who were seen as children by an interdisciplinary team of specialists from the fields of education, medicine, and psychology. For the present study, information was gathered from a variety of sources including original applications and interviews, interdisciplinary reports, clinical teaching and testing results, follow-up records, and extensive personal interviews by the present investigator.

Within the scope of this study answers were sought to the following questions:

1. What are the educational characteristics of adults who were underachievers in reading as children?
2. What are the vocational characteristics of adults who were underachievers in reading as children?
3. To what extent are adults who were underachievers in reading as children economically independent?
4. To what extent are adults who were underachievers in reading as children satisfied with their present life circumstances?
5. Which, if any, residuals of their prior learning difficulties are present in adults who were underachievers in reading as children?

It was found that, as adults, the majority of the participants had high school diplomas, were employed in occupations requiring minimal training and abilities, and considered themselves to be economically independent and personally satisfied with their lives. The majority of the participants have adequate reading abilities which enable them to function in everyday reading situations as adults, have adequate oral expression, and retain vivid memories and feelings of their academic difficulties.

It was found that, as adults, the majority of the participants did not consider reading to be an enjoyable event in their lives and did not have adequate written expression and spelling skills which enable them to function satisfactorily in those areas.

Examination of detailed case histories of ten of the participants show the all pervasive influence of reading underachievement in the lives of the individuals. The case histories demonstrate with striking reality the uniqueness of each individual and the continued recollection decades later of what it was like to be a child with severe learning difficulties.

THE DEVELOPMENT OF AN INSTRUMENT FOR THE EVALUATION OF PUBLISHED MATERIALS IN ADULT BASIC READING INSTRUCTION

Order No. 7916873

HARRISON, David, Ph.D. The University of Arizona, 1979. 134pp. Director: Raymond E. Schultz

A critical shortage of published instructional materials has been identified in adult basic literacy programs. Textbooks in this field have generally been found lacking in either (a) application of principles of adult learning, or (b) an integrated approach to basic reading instruction. An underlying cause of this problem may be the lack of any clear set of criteria by which to evaluate materials.

The purpose of this study was to develop and validate an instrument for the evaluation of published materials for adult basic reading instruction. A Materials Evaluation Guide was designed for use by adult basic education practitioners in the screening of basic reading textbooks prior to adoption for classroom use. The Guide was constructed after a review of relevant literature on adult learning, and on the theory and practice of basic reading instruction. Specific evaluation criteria were derived from the literature.

The Guide took the form of a written questionnaire. It consisted of dichotomous-choice questions relating to the product design, adult learning, and reading instruction aspects of a text under review. The items were grouped into ten elements: format and content, instructional resources; motivation, individual differences, principles of instruction, relevance; word recognition, word analysis, comprehension and assessment. A six-point Likert scale was provided for a summary rating of each element, and for an overall rating of the text. To establish the content validity of the Guide, an initial form of the instrument was submitted to ten university professors, five from the field of adult learning, and five from reading education. All had experience with adult literacy programs. These judges independently rated each item for relevance, and a content validity index was subsequently estimated for the instrument. Items with low content validity were revised or replaced. The revised form of the Guide had an estimated content validity index of 0.82, which was accepted as satisfactory.

Instrument reliability was investigated in a pilot study, using a small sample of adult basic education instructors from selected community colleges in British Columbia. Five instructors each independently rated the same two recently published textbooks, using the Revised Form of the Materials Evaluation Guide. Inter-rater agreement was estimated at 0.67 and 0.71 (kappa = 0.35 and 0.34). Alpha coefficients of internal consistency for the instrument were estimated at 0.88 and 0.95. Instrument usability was studied through interviews with the five instructors, and found satisfactory. The average time taken to evaluate a textbook was 1 hour, 40 minutes.

In summary, the findings of the study were: (1) a set of evaluation criteria for adult basic reading materials could be derived from the literature of adult learning; (2) an additional set of criteria could be derived from the theory and practice of basic reading instruction; (3) these criteria could be articulated in an evaluation instrument which demonstrated satisfactory validity and reliability; and (4) the instrument was considered by a sample of practitioners to be a useful aid to critical judgement and decision-making in the evaluation of textbooks. A limitation of the findings was that this pilot reliability study involved only a small sample of evaluators.

Further validation of the Materials Evaluation Guide is required. Reliability needs to be investigated more extensively, using a larger number of evaluators and various text materials. Additionally, students should be involved in judging the content validity of the Guide.

The findings of this study indicate that, after further refinement, the Materials Evaluation Guide could be of value to instructors, teacher trainers, textbook authors, reviewers and publishers, as an aid in the selection of materials for adult basic reading instruction.

ADULT READING BEHAVIOR AND EGO-STAGE DEVELOPMENT: AN INQUIRY INTO READING MOTIVATION
Order No. 7922817

LEVENSON, Emil Morton, Ph.D. The University of Wisconsin-Madison, 1979. 291pp. Supervisor: Professor Margaret E. Monroe

Purpose

The purpose of this study was to examine the relationship between an individual's reading behavior and the basic motivation occasioned by the person's attempts to resolve tensions associated with his dealing with ego-stage developmental crises as theorized by Erik H. Erikson. This relationship was stated in the following conjecture:

AN INDIVIDUAL'S READING BEHAVIOR IS MOTIVATED BY HIS EGO'S ATTEMPTS TO HANDLE EGO-STAGE CRISES, AND WILL BE IN ACCORD WITH THE DEGREE OF SALIENCY OF HIS EGO-STAGE CRISES.

The conjecture was tested by two singular propositions, formulated as hypotheses:

I. AN INDIVIDUAL'S SELF-REPORTED READING BEHAVIOR, WHEN CODED ACCORDING TO EGO-STAGE CATEGORIES, WILL BE ASSOCIATED WITH HIS SELF-REPORTED EGO-STAGE CONCERNS IN A POSITIVE LINEAR RELATIONSHIP.

II. PSYCHOLOGICALLY MATURE INDIVIDUALS WILL SHOW FIGH LEVEL OF CONCERN WITH SELF-REPORTED READING BEHAVIOR CODED BY EGO-STAGE CATEGORIES WHEN THAT READING PEHAVIOR IS AT THE SAME STAGE AS THEIR PHASE SPECIFIC EGO DEVELOPMENT CONCERNS.

Method

There were 45 male and female participants in the study, who ranged in age from the twenties to the mid-seventies. Most participants were well educated and belonged to the middle-class. All were readers. Self-report data on ego-stage concerns were collected by the Self-Description Questionnaire, developed by R. D. Boyd. Self-report data on reading behavior as coded according to ego-stage categories were collected by the Reading Behavior Inventory, developed by the investigator.

The test of the first hypothesis was accomplished by establishing the Pearson product-moment correlation coefficient for each participant on the two measures. The frequency of the significant (at or beyond the .05 level) and the non-significant correlations was then examined by means of the Binomial Test.

The second hypothesis was tested by means of the Binomial Test which examined the frequency of High and Low concern scores for the 32 participants who were found to be psychologically mature. Psychological maturity was defined as congruence of the participant's chronological age and his major ego-stage concern, as predicted by Erikson's theory.

Conclusions

The findings of both hypotheses were significant beyond the .001 level. This indicated support of the hypotheses and corroboration of the conjecture. On the basis of these findings, the following conclusions may be drawn:

1. Corroboration of the conjecture lends support to previous examinations of adult reading motivation and adult reading behavior that predicated a relationship between personality and reading behavior, with this conjecture group beyond the previous studies by providing a cogent theoretical foundation for the relationship.

2. A significant relationship was found to exist between self-reported ego-stage concerns and an individual's self-reported reading behavior as coded according to ego-stage categories, both on a global level, and for the individual's phase-specific concerns, as predicted by the hypotheses.

3. Corroboration of the conjecture provides for further examination of Erikson's theory of ego development for additional insights into the nature and dynamics of the influence of ego development on reading, and the concurrent influences of reading on the resolution of ego-stage crises.

4. The relationship was found to exist most strongly for psychologically mature individuals, whereas psychologically immature individuals, for reasons unknown at this time, do not demonstrate the relationship as stated in Hypothesis I at significant levels.

VARIABLES AFFECTING THE READING PREFERENCES OF INSTITUTIONALIZED VERSUS NONINSTITUTIONALIZED RURAL OLDER ADULTS
Order No. 7923060

MURRAY, Martha Sadowski, Ed.D. North Carolina State University at Raleigh, 1979. 150pp. Supervisor: Malcolm S. Knowles

The purpose of this descriptive study was to obtain, analyze, and compare data regarding the reading preferences of institutionalized versus noninstitutionalized rural older adults. The persons studied were sixty-five years old or older, and were living in two separate and distinct residential life-styles, as exhibited by their place of residence at the time of the study.

The first group of 16 was a random sample selected from the total population of 81 in the Medical Park Nursing Center in Mount Olive, Wayne County, North Carolina. The second group was a random sample of 13 selected from the total population of 63 in the Waynesborough House, an apartment building for the elderly, in Goldsboro, Wayne County, North Carolina.

The study was focused on two major problems:

1. The identification of the reading needs and interests of the rural elderly, and

2. A determination as to the relationship between the identified reading preferences and the residential life-style of the respondents as either institutionalized or noninstitutionalized rural older adults.

The data were collected by means of a structured interview schedule adapted from Dr. Allen Tough's Interview Schedule for a Study of Some Basic Characteristics of Learning Projects in Several Populations ("The 1970 Survey"), which was revised by Dr. Tough in October, 1975.

Data were obtained concerning the respondents' age, educational attainment, and reading preferences. The respondents' preferences in reading were analyzed on the basis of the independent variables of residential life-style, age and education. Each of these independent variables was analyzed with respect to the dependent variables of Variety in Reading, Time Spent Reading, Purposes for Reading, Use of Library Service, and Restricted Reading.

The reading needs of institutionalized rural older adults were found to be somewhat different from the noninstitutionalized respondents: Reading to learn is found in the reading purposes of noninstitutionalized rural older adults, but those who are institutionalized read mainly to pass the time.

Both groups most often are restricted in reading because of vision problems, the unavailability of large print reading materials, or the preference for other activities. It is the institutionalized rural older adults who are severely restricted because of lack of access to reading materials of their choice.

An apparent "assumed passivity" of the residents of the nursing center seemed to be the reason for the center not having more reading materials available for these residents. This passivity seemed to be a learned behavior -- something that is "caught" in the home and passed on to each entering resident.

From these interviews, it would seem that the residential life-style of rural older adults does affect reading preferences, most drastically in the area of gaining access to reading materials of their choice. The active, noninstitutionalized rural older adults could satisfy their reading needs in a proactive manner, while the often bed-ridden residents of the nursing center could only voice their needs and interests.

Recommendations as to how the reading needs of these rural older adults could be met included the use of a bookmobile to visit the nursing center; a book cart to visit room-to-room for the residents confined to bed; the availability of large print books, mainly light spiritual reading; and a newsletter or newspaper of interest to rural older adults.

A DESCRIPTIVE STUDY OF TUTOR TRAINING PRACTICES, PROCEDURES, AND MATERIALS IN AN ADULT LITERACY PROGRAM UTILIZING VOLUNTEER TUTORS

Order No. 7923139

PULLING, Jane Higdon, Ed.D. University of Georgia, 1979. 290pp. Supervisor: James A. Dinnan

The purpose of this study was to ascertain descriptive information concerning current training and supervisory practices in an adult literacy program which used the services of volunteer, non-professional tutors. Information was collected from Right to Read Academies which operate under the direction of the Right to Read Office of the United States Office of Education. The following information was sought from tutors, supervisors, and directors in these programs:

1. Descriptive data on students, volunteer tutors, supervisors, and program directors of Reading Academies.
2. Information about organizational/managerial patterns of programs which was pertinent to training and supervision of tutors.
3. Information concerning the format of tutoring sessions.
4. Information about the structure of pre-service and in-service training sessions for tutors.
5. The frequency of use and attitude toward methods used in tutor training sessions.
6. Emphasis placed on specific content areas during pre-service tutor training and attitudes toward those content areas.
7. Materials used for training tutors.
8. Content of in-service training and attitude toward in-service tutors.
9. Strategies employed in supervision of in-service tutors.

Instruments designed by the investigator were used to collect this information. These consisted of three questionnaires and two interview schedules. All instruments were reviewed by the doctoral seminar in Reading Education, the researcher's doctoral advisory committee, and a panel of experts in adult literacy education. Questionnaires were sent by mail to all directors and a sample of supervisors and tutors. Follow-up interviews were scheduled with a sample which included both respondents and non-respondents to the questionnaires from these three groups. Responses from questionnaires were analyzed using analysis of variance and chi-square. Some questionnaire items and all responses to interviews were coded and reported in modes, percentages, and other simple, descriptive statistics.

A comparison of the results obtained from this investigation with the findings of previous research lead the investigator to the following conclusions:

1. Tutor's age, race, sex, socioeconomic status, educational background, and length of program participation, are characteristics unique to this respondent group and differing greatly from students.
2. Directors differed from supervisors and tutors in age, academic preparation, and years of experience. Directors and supervisors were alike in their lack of formal academic preparation in administration/supervision.
3. The modal responses to questionnaire items indicated the following format was used for tutoring sessions. Tutors met with students for one hour, twice a week. Most tutors worked with one student and most tutoring sessions were held at the Reading Academy.
4. Tutor training most frequently took the form of "mini-workshops" from three to five hours in length. Sessions were held at the Reading Academy and total training time was 11 hours or longer.
5. There were significant differences between tutors and supervisors in their perception of pre-service training methods. However, the following training methods were rated highly by respondents: group discussion, use of a tutor handbook, orientation to student materials, handouts, demonstration teaching, and role-playing.
6. The following content areas were rated highly by respondents: preparation of lesson plans, record keeping, teaching phonics, teaching comprehension skills, teaching functional literacy skills, psychology of the adult illiterate, diagnosis, and correction.
7. Most Academies reported using self-developed materials both to train tutors and to teach students.
8. Significant differences were found between tutors and supervisors and tutors and directors in their perception of and attitude toward in-service training for tutors. Overall, however, the following areas of in-service training were considered very helpful to tutors by respondents: group sharing of effective techniques or materials, introduction of new materials, review of specific reading skills, evaluation of student progress, and evaluation of tutor progress.
9. Each respondent group rated supervisory services as good, however tutors differed significantly from supervisors and directors in their perception of areas in which they needed assistance.

General and specific recommendations were made for the improvement of practices of training and supervision of volunteer tutors in Reading Academy programs, based on the findings of this study.

THE VALIDITY OF FOUR NON-TRADITIONAL MEASURES OF READING COMPREHENSION WITH COMMUNITY COLLEGE STUDENTS

Order No. 7918830

ROCCHIO, Daniel James, Ed.D. University of Missouri – Saint Louis, 1979. 228pp.

The major purpose of this investigation was to compare the difficulty, validity, and reliability of four non-traditional reading comprehension measures, a traditional multiple-choice literal reading comprehension measure, and a standardized general reading achievement test. For this study, validity was determined by (a) a test's sensitivity to a gain in information from pre-test to post-test as a result of reading a programmed selection and (b) correlating non-traditional measures and traditional measures.

In order to carry out this investigation, two samples were selected from freshmen and sophomore students at Florissant Valley Community College. One sample was composed of 52 students enrolled in four reading improvement classes during the fall of 1978. A second sample was composed of 55 students enrolled in the same reading improvement classes during the spring of 1979.

During the initial test session, each sample was first given a multiple-choice test of prior knowledge over the content of a programmed reading selection. The examiner then distributed alternate forms of the four non-traditional tests so that students were assigned randomly, throughout each intact class, to take one of the four non-traditional measures.

Seven days later, the students completed the programmed reading selection related to the content of each non-traditional test. Students then rated their individual reading comprehension of the programmed reading, took the same knowledge test administered in the first session and finally took the alternate form of the non-traditional test administered previously.

The results indicated that (a) the two multiple-choice lexical cloze test algorithms produced tests of equal difficulty, reliability and validity and (b) these two lexical cloze tests were sensitive to information gained while reading.

It was concluded that the two multiple-choice lexical cloze algorithms will produce a more reliable and consistent but not necessarily more valid measure of specific reading comprehension than the traditional teacher-made test.

A META-ANALYSIS: THE RELATIONSHIP OF PROGRAM CONTENT AND OPERATION FACTORS TO MEASURED EFFECTIVENESS OF COLLEGE READING-STUDY PROGRAMS
Order No. 7923975

SANDERS, Victoria Alberta Hunter, Ed.D. University of the Pacific, 1979. 314pp. Chairman: Dr. Heath Lowry

While rapid growth of reading-study programs on college and university campuses across the United States has occurred within the past few decades, this growth has frequently been characterized by diversity in methods, materials, content and operational practices. Some uncertainty as to the real value of such programs has also been reported in the literature. The primary problem addressed in this study has been to integrate the findings from the literature to determine if college and university programs generally were beneficial to students participating in them, and to inquire: (1) for what groups such programs were designed, (2) what content and operational factors were identified, and (3) what relationships, if any, existed between content and operation factors and program effects.

Extensive search procedures were utilized to identify research reports and dissertations written between 1960-1977 which met the research criteria and utilized adequate measures of research control. Twenty-eight studies described their data in useable statistical form relating the mean gains between treatment and comparison groups in one or a combination of the following five variables: changes in Reading Rate, in Comprehension, in Grade Point Average, in Vocabulary and in Study Habits. The Meta-Analysis comprised twenty-eight studies representing 6,046 students enrolled in four year college or university reading-study programs or who served as control groups. An additional fifteen studies, representing 1,165 students, reported program effects in useable quantifiable form but did not use control groups in their investigations. These were not included in the Meta-Analysis but were analyzed and reported in order to compare their similarity of findings for hypothesis 2. Each study was examined for the reported inclusion of (1) six content factors, (2) fifteen operation factors, and (3) program effects. Serious problems in program reporting were identified.

The following conclusions were drawn:

1) College reading-study programs were found to have statistically significant overall beneficial effects. On the average the treated group mean was .94 standard deviations above the control group mean on the composite of all outcome variables.

2) Treatment groups surpassed untreated groups on four of the five specific variables tested indicating that students who participated in college reading-study instruction made greater gains than non-participants in Reading Rate, in Comprehension, in Grade Point Averages and in Vocabulary measures. Reading Rate gains exceeded all other variables examined, on the average moving treated students to the 97th percentile over control groups without treatment.

3) The majority of studies did not adequately describe content and operational factors to allow conclusive findings to be drawn for hypothesis four and five. The number of studies reporting complete program content and operation factors were small. Several significant correlations were obtained with those programs providing complete data. Nineteen tentative recommendations were made at the conclusion of the statistical analysis, but these recommendations were neither totally supported nor contradicted by the research.

THE DEVELOPMENT AND IMPLEMENTATION OF AN ADULT LITERACY PROGRAM IN THE MUKILTEO SCHOOL DISTRICT
Order No. 7926217

YOUNG, Dixie C., Ed.D. Seattle University, 1979. 69pp. Chairperson: Dr. Roy Wahle

Illiteracy is present in shocking proportions in every part of the United States. It is a serious problem because the inability to read and write prohibits individuals from fully participating in our society.

The Mukilteo School District is located within Snohomish County in Washington state. In Snohomish County there are 24,000 persons over twenty-five years of age with eight years or less of school completed as verified by the 1970 census. There has been no literacy program in the Mukilteo School District available to adults needing literacy training.

This project was conducted in an attempt to establish an adult literacy program in the Mukilteo School District Community Schools' Program. Data were gathered in several ways. The survey questionnaire method was used to poll personnel in all Washington state districts with community schools' programs to determine the existence, location and method of past or present adult literacy programs conducted within community schools programs. Data concerning adult literacy programs were obtained from the Education Resources Information Center (ERIC) and data about adult literacy programs across the state and nation were collected from interviews with certain persons with responsibilities at the national, state and local levels of employment.

It was decided after the data were analyzed that two programs were possible solutions to the original problem. These two programs are the Literacy Volunteers of America and the Laubach Literacy Program.

In the final analysis the Laubach Literacy Program was chosen for the Mukilteo School District Community Schools' Program because it was more readily available and provided greater ease of implementation.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042